

Welcome to the ReadingKey

Grade 6 Fluency Builder Lists 2nd Nine Weeks

(Previously called the “Student Reading Wall Lists”)

Introduction:

You are about to begin a unique and very easy to use method for quickly advancing reading ability in any student. Whether you are a teacher or parent, the Fluency Builder Lists will enable you to become a highly effective reading teacher in just minutes. The sequential teaching techniques used in each word list allow students to master essential grade level vocabulary at a much faster pace than conventional reading methods. Even students who have not been successful with conventional reading programs typically show immediate and dramatic improvement. Along with the reading improvements you’ll observe after just minutes of using the lists, please test your student again tomorrow morning – you’ll observe that these special techniques resulted in “permanent learning” of the reading vocabulary, as students can typically read the words as fast (or faster) than the previous day on their first or second attempt. Vocabulary in this Grade 6 section is not common conversational vocabulary so word meanings (definitions) must also be practiced through our excellent Vocabulary Building Worksheets that parallel the same words used in these Fluency Builder Lists.

How to Begin:

1. Tape as many pages as you have room for along a living room wall or hallway about 3 feet off the floor. Use a yardstick to help keep pages at a consistent height. Lists should be about ½ inch apart. The process goes much faster if you have an assistant who can hold the tape – handing you one piece at a time.
2. If you just completed our online grade level reading test, this reading vocabulary list was specifically selected as the best place to begin for your student.
3. Purchase a stopwatch from Radio Shack – Walmart or any local sports store. This is actually very important as the timing of the lists is highly motivational for the student as the time is recorded in the bar-graph in the lower right of each list. We do have a digital stopwatch on our website which can be accessed from the “Quick Links” box seen after you log in, although a hand-held watch adds increased motivation.
4. Next, bring out two chairs and place in front of the first page on the wall. Your student should sit on the left and you on the right. Now it is just the simple process of following the 4 steps at the top of word list page. After completing several lists, print out the Vocabulary Building Worksheets that parallel these same lists to master word meaning.

Fluency Builder List

LESSON 10A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short a

cast crank craft span tactics strategy

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

cast	strategy
crank	tactics
craft	span
span	craft
tactics	crank
strategy	cast

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 10B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short e

stress western Mexico Delaware dread wept

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STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

stress	wept
western	dread
Mexico	Delaware
Delaware	Mexico
dread	western
wept	stress

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 10C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Unusual spelling
short i sound

myth efficient deteriorate determined sedition Quebec

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

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Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

myth	Quebec
efficient	sedition
deteriorate	determined
determined	deteriorate
sedition	efficient
Quebec	myth

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 10D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Unusual spelling for short u sound

cathedral statistical applies troublesome bloody Napoleon

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STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

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 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

cathedral Napoleon
 statistical bloody
 applies troublesome
 troublesome applies
 bloody statistical
 Napoleon cathedral

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 11A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

tion - sion

ratification ambition exhibition nationalism vegetation tension

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 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

ratification

vegetation

ambition

nationalism

exhibition

exhibition

nationalism

ambition

vegetation

ratification

tension

tension

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 11B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

"e" has short "i" sound
tion says shun

relation relationship destruction reflection determination emancipation

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

relation emancipation
relationship determination
destruction reflection
reflection destruction
determination relationship
emancipation relation

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

2 Consonant Rule
A vowel is short if followed
by two consonants
“al” – “le” ending

LESSON 11C

Also called the “Student Reading Wall” - A 4 Step memorization process
for achieving dramatic advancement in student reading ability.

dental prodigal technical incredible mantle memorable

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a “WD” next to the last word. This is called the “Word of the Day.” It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the “Word of the Day,” you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and “time” how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say “On your Mark, Get Set Go”).

When your student can read the left column words with no errors, allow your student to place an “X” in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right “R” column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

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Fluency Time Chart

Place an “X” in box corresponding to stopwatch time
“L” is for recording time for saying left column words
“R” is for recording time for saying right column words
TRY TO REACH THE RED LINE

dental memorable
technical mantle
incredible incredible
mantle technical
memorable prodigal
prodigal dental

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 11D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ture - chur

texture captured sculpture feature architecture scripture

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

texture

scripture

captured

architecture

sculpture

feature

feature

sculpture

architecture

captured

scripture

texture

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 12A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

co – short o

contribution content confidence consul conquest conqueror

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of llists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

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Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

content	conqueror
contribution	conquest
confidence	consul
consul	confidence
conquest	content
conqueror	contribution

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

Fluency Builder List

unusual spelling
for short u
tion - sion

LESSON 12B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

affection connection confederation occasionally traditional provisions

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

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Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

affection

provisions

connection

traditional

confederation

occasionally

occasionally

confederation

traditional

connection

provisions

affection

Fluency Builder List

LESSON 12C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

a says short u

attach adopt alert adobe amuse arrangement

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

attach

arrangement

adopt

amuse

alert

adobe

adobe

alert

amuse

adopt

arrangement

attach

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 12D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

a says short u

abroad apprentice arose apply astronomer accomplishments

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

abroad	accomplishments
apprentice	astronomer
arose	apply
apply	arose
astronomer	apprentice
accomplishments	abroad

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 13A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

or

shortage chores moral mortar origins portion

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

shortage

portion

chores

origins

moral

mortar

mortar

moral

origins

chores

portion

shortage

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 13B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ar says "air"
er says "air"

rare spare scarcity garrison caravan territory

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

rare

caravan

spare

garrison

scarcity

scarcity

garrison

spare

caravan

rare

territory

territory

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

Fluency Builder List

Final-a Rule
When a word ends in letter "a" it makes the sound of short "u"

LESSON 13C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Africa India Babylonia Persia Macedonia supernova

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

Africa	supernova
India	Macedonia
Babylonia	Persia
Persia	Babylonia
Macedonia	India
supernova	Africa

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 13D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Final-e Rule
Long Vowel

tame finite guide cope ozone scribe

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

tame

scribe

finite

ozone

guide

cope

cope

guide

ozone

finite

scribe

tame

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 14A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ar

armor archaic starvation parliament carbon archaeological

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

<p>armor</p> <p>archaic</p> <p>starvation</p> <p>parliament</p> <p>carbon</p> <p>archaeological</p>	<p>archaeological</p> <p>carbon</p> <p>parliament</p> <p>starvation</p> <p>archaic</p> <p>armor</p>
---	---

Ceiling		L	R	L	R	L	R
3.0	3.0						
3.1	3.1						
3.2	3.2						
3.3	3.3						
3.4	3.4						
3.5	3.5						
3.6	3.6						
3.7	3.7						
3.8	3.8						
3.9	3.9						
4.0	4.0						
4.1	4.1						
4.2	4.2						
4.3	4.3						
4.4	4.4						
4.5	4.5						
4.6	4.6						
4.7	4.7						
4.8	4.8						
4.9	4.9						
5	5						
6	6						
7	7						
10+	10+						
Initials							

Fluency Builder List

LESSON 14C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

or

organization organisms Portugal Portuguese mourn roar

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

organization roar
organisms mourn
Portugal Portuguese
Portuguese Portugal
mourn organisms
roar organization

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

Fluency Builder List

2 Consonant Rule
or/ar says "ir"
at the end of a word

LESSON14D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

actor factor spectacular vascular liberator generator

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

actor

generator

factor

liberator

spectacular

vascular

vascular

spectacular

liberator

factor

generator

actor

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 15A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ive – short i
short & long vowel sounds

sensitive massive extensive locomotive negative radioactive

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

sensitive

radioactive

massive

negative

extensive

locomotive

negative

extensive

locomotive

massive

radioactive

sensitive

Ceiling					
L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
10+	10+	10+	10+	10+	10+
Initials					

Fluency Builder List

LESSON 15B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Final-a Rule
short vowel sounds

Inca anaconda bacteria propaganda Mesopotamia Pennsylvania

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Inca	Pennsylvania
anaconda	Mesopotamia
bacteria	propaganda
propaganda	bacteria
Mesopotamia	anaconda
Pennsylvania	Inca

Fluency Builder List

LESSON 15C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

al says "all"

alter alternatives alternate paltry scald neanderthal

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

alter neanderthal
 alternatives scald
 alternate paltry
 paltry alternate
 scald alternatives
 neanderthal alter

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 15D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

al ending
short vowel sounds

constitutional universal cylindrical multicultural cardinal immortal

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

constitutional immortal
cylindrical cardinal
multicultural multicultural
cardinal cylindrical
immortal universal
electrical constitutional
i

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

al – le ending
short vowels

LESSON 16A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

radical environmental tropical ritual admiral disciple

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

radical	disciple
environmental	admiral
tropical	ritual
ritual	tropical
admiral	environmental
disciple	radical

	L	R		L	R		L	R
Ceiling								
	3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5
	6	6		6	6		6	6
	7	7		7	7		7	7
	10+	10+		10+	10+		10+	10+
Initials								

Fluency Builder List

LESSON 16B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

al ending
Long Vowels

eternal tidal revival electrical biological feudal

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

eternal	feudal
tidal	biological
revival	electrical
universal	revival
biological	tidal
feudal	eternal

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 16C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

able says "uh-bul"
short & long vowel sounds

uncomfortable hospitable questionable suitable noticeable renewable

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

uncomfortable renewable
hospitable noticeable
questionable suitable
suitable questionable
noticeable hospitable
renewable uncomfortable

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials		L	R	L	R	L	R

Fluency Builder List

LESSON 16D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

tion suffix
2 Consonant Rule
makes vowel short

calculation section excavation declaration pollination representation

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

calculation representation
section pollination
excavation declaration
declaration excavation
pollination section
representation calculation

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials		L	R	L	R	L	R

Fluency Builder List

LESSON 17A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ar

hardship barbarian cartoonist archeological faraway spartan

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

hardship	Spartan
barbarian	faraway
cartoonist	archeological
archeological	cartoonist
faraway	barbarian
Spartan	hardship

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 17B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ur

murder disturbing suburbs churn endure ensure

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

murder

ensure

disturbing

endure

suburbs

churn

churn

suburbs

endure

disturbing

ensure

murder

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 17C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

tion - sion

transpiration resurrection excursion mechanization expression administration

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
 "L" is for recording time for saying left column words
 "R" is for recording time for saying right column words
 TRY TO REACH THE RED LINE

transpiration administration

resurrection expresion

excursion mechanization

i excursion

mechanization

expression resurrection

i transpiration

administration

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON 17D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ar - er
make the sound "air"

characteristics Maryland Merrimack Paris terrace terror

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

<p>characteristics</p> <p>Maryland</p> <p>Paris</p> <p>terrace</p> <p>terror</p> <p>Merrimack</p>	<p>terror</p> <p>terrace</p> <p>Paris</p> <p>Merrimack</p> <p>Maryland</p> <p>characteristics</p>
---	---

		L	R			L	R			L	R
Ceiling											
		3.0	3.0			3.0	3.0			3.0	3.0
		3.1	3.1			3.1	3.1			3.1	3.1
		3.2	3.2			3.2	3.2			3.2	3.2
		3.3	3.3			3.3	3.3			3.3	3.3
		3.4	3.4			3.4	3.4			3.4	3.4
		3.5	3.5			3.5	3.5			3.5	3.5
		3.6	3.6			3.6	3.6			3.6	3.6
		3.7	3.7			3.7	3.7			3.7	3.7
		3.8	3.8			3.8	3.8			3.8	3.8
		3.9	3.9			3.9	3.9			3.9	3.9
		4.0	4.0			4.0	4.0			4.0	4.0
		4.1	4.1			4.1	4.1			4.1	4.1
		4.2	4.2			4.2	4.2			4.2	4.2
		4.3	4.3			4.3	4.3			4.3	4.3
		4.4	4.4			4.4	4.4			4.4	4.4
		4.5	4.5			4.5	4.5			4.5	4.5
		4.6	4.6			4.6	4.6			4.6	4.6
		4.7	4.7			4.7	4.7			4.7	4.7
		4.8	4.8			4.8	4.8			4.8	4.8
		4.9	4.9			4.9	4.9			4.9	4.9
		5	5			5	5			5	5
		6	6			6	6			6	6
		7	7			7	7			7	7
		10+	10+			10+	10+			10+	10+
Initials											

Fluency Builder List

LESSON 18A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

cial - tial

crucial racial specializaion commercial partial substantial

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lilsts, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

crucial

substantial

racial

partial

specialization

commercial

commercial

specialization

cu

racial

partial

crucial

substantial

Fluency Builder List

G-Rule
The letter "G" makes the sound of "J" when it is followed by "e" or "i"

LESSON 18B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

privilege tragedy submerged register registered agency

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

privilege

agency

tragedy

registered

submerged

register

register

submerged

registered

tragedy

agency

privilege

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

LESSON18C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ea – ie – ei – ee
long e

leadership briefly seize leisure fleet weep

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

leadership	weep
briefly	fleet
seize	leisure
leisure	seize
fleet	briefly
weep	leadership

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

Fluency Builder List

C-Rule
C makes the "s" sound
if followed by "e" or "i"

LESSON 18D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

racism cyanide centennial cemetery legacy Caesar

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go").

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Fluency Time Chart

Place an "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

racism

Caesar

cyanide

legacy

centennial

cemetery

cemetery

centennial

legacy

cyanide

Caesar

racism

See-Zur

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							